

What are your greatest strengths?

<p>Aims Practice interviewing for a job.</p>
<p>Language focus Interactions Interviewing for a job</p>
<p>Set-up Pair work</p>
<p>Lesson link For use after Unit 11, Lesson B</p>
<p>Time 25minutes</p>
<p>Preparation Duplicate the worksheets and cut the role cards apart. Make enough for each student to have one role card.</p>

- As students are working, walk around to monitor the activity and help as needed. Encourage students to listen carefully to what their partners say and respond accordingly. Tell them to look at the role card, think about what they need to say, and then look at their partner and speak. Make note of any errors or problems to review later.
- After about 10 minutes, collect and redistribute the role cards. Students who had Situation 1 the first time should now have Situation 2, and they should change roles so that both practice interviewing and being interviewed.
- As a follow up, have one or two pairs act out their conversations for the class.

Procedure

- Tell students they are going to do a role play to practice asking and answering questions at a job interview.
- Put students in pairs. Give each student a role card. There are two conversations, Situation 1 and Situation 2. In each pair, one student should have the Student A card for a situation, and the other student should have the Student B card for the same situation.
- Have students read the information on their card. Answer any questions about vocabulary. Tell students not to look at their partner's card.
- Model the activity by playing the role of Student A. Look at a Student B and say in a natural way *Hello* (name). *Please, sit down*. Elicit the appropriate response from Student B. *Good morning* (your name). Make sure the student is looking at you as he or she speaks.
- Have students continue with the role play. Point out that for Situation 2, students will have to decide on a school subject for the teacher before they begin the conversation.

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Student A SITUATION 1

You work for a large computer company. You are interviewing a candidate for a sales position.

- Greet the candidate by name and invite him / her to sit down. (Use your real names.)
- Ask the candidate to tell you a little about himself / herself.
- Ask the candidate about his / her greatest strengths.
- Tell the candidate that is good. The sales job requires a lot of interaction with people. Then ask if the candidate if he / she has any questions.
- Tell the candidate about the hours, including weekends and salary. (Use your own ideas.)
- Say that you're glad the candidate can travel. Ask when is the earliest he / she could start.
- Say "Fine" in response to the start date. Then say that you will check the candidate's references and that you'll be in touch soon.

Student B SITUATION 1

You are a candidate for a sales position at a large computer company.

- Say "Good morning / afternoon, (interviewer's name)."
- Say that you studied computer science, and you know a lot about different kinds of computers.
- Take a few seconds to think. Use a phrase to fill the time (*Hmm...*). Tell the interviewer that you are pretty outgoing and enjoy working with people.
- Ask the interviewer about the hours and the salary.
- Say that the hours and salary sound good to you. Then say that you are also available to travel if that is necessary.
- Say when you can start. (Use your own idea.)
- Thank the interviewer for the opportunity to interview for the job. Then say it was nice to meet him / her.

Student A SITUATION 2

You are the director or principal of a high school. You are interviewing a candidate to be a _____ teacher.
(subject)

- Start by saying that you are looking for a full-time _____ teacher. Ask about the candidate's education and experience.
- Say "Great!" in response to the candidate's reply. Then ask about his / her greatest strength.
- Ask about the candidate's greatest weakness.
- Tell the candidate about how important experience with computers is for the job. (Use your own ideas.)
- Ask the candidate if he or she has any questions about the job.
- Tell the candidate that there is an excellent health plan and a retirement program.
- Tell the candidate you've enjoyed talking with him / her.

Student B SITUATION 2

You are a _____ teacher. You are
(subject)
interviewing at a school to be a teacher there.

- Tell the interviewer about your education. (Use your own ideas.) Then say that you've been teaching _____ for seven years.
- Tell the interviewer that your greatest strength is your ability to work with teenagers.
- That's you favorite part of teaching.
- Tell the interviewer that you haven't had much experience working with computers.
- Say that you would be willing to get more training if that's necessary.
- Take a few seconds to think. Use a phrase to fill the time. (*Um, let me see...*) Then ask about the benefits that come with the job.
- Respond positively to the interviewer's information.
- Say thank you and that it was nice to meet the interviewer.